



Creating Excellence



Career and Technical Education Cooperative Education Guidelines for Administrators

Commonwealth of Virginia
Department of Education

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CTE

Virginia's Career and Technical Education

***Career and Technical Education
Cooperative Education
Guidelines for Administrators***

Developed by

Office of Career and Technical Education Services
Virginia Department of Education
Richmond, Virginia

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Notice to the Reader

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STATEMENT OF PURPOSE

The information in this guide has been selected from the 2002 ***Career and Technical Education Cooperative Education Handbook*** for use by school and local division administrators in implementing the cooperative education method of instruction in Career and Technical Education (CTE) programs. The "Introduction" provides all regulations and guidelines for operating cooperative education. "Determining the Need for Cooperative Education" assists administrators in deciding whether or not to offer the cooperative education method of instruction based on student interest and business community support. Requirements and sample skills and knowledge for potential teacher-coordinators are presented in "Selecting the Teacher-Coordinator." Finally, the section on "Conducting Cooperative Education Advisory Committees" helps administrators guide teacher-coordinators in working with representatives from the local business and industry community.

The entire handbook and this pull-out guide for administrators are available in both hard-copy format and online, downloadable format from the CTE Resource Center, 2002 Bremon Road, Lower Level, Richmond, VA 23226, 804-673-3778 (phone), 804-673-3798 (fax), info@CTEresource.org (e-mail), and <http://CTEresource.org> (Web site). We hope you find these resources helpful.

ACKNOWLEDGMENTS

The 2002 Handbook

The ***Career and Technical Education Cooperative Education Handbook*** was prepared by the staff of the Virginia Department of Education, Office of Career and Technical Education Services, to give direction to teacher-coordinators of cooperative education within the public secondary schools of Virginia. The individuals listed below are most noteworthy for their time, effort, and dedication toward the completion of this guide.

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The 2007 Revision

Updates to the ***Career and Technical Education Cooperative Education Handbook*** have been identified by the staff of the Virginia Department of Education, Office of Career and Technical Education Services, to provide the most current information. The core of the 2002 document remains intact. We appreciate the efforts of the following staff members for their contributions to this revised handbook:

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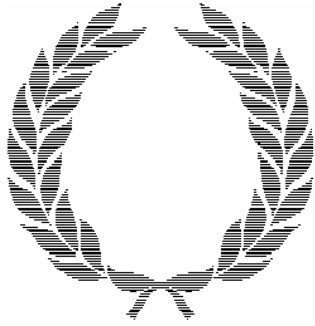
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NOTE TO THE READER

The following documents are available online at the CTE Resource Center Web site <http://www.CTEresource.org/>:

- a PDF file of the full version of the *Career and Technical Education Cooperative Education Handbook* (click on "Publications," "Online Ordering System," "Across the Board.")
- a Word file of all the forms contained in the *Career and Technical Education Cooperative Education Handbook* (click on "Publications," "Online Ordering System," "Across the Board.")
- related Web sites for Cooperative Education (click on "Publications," "Featured Resources," "Cooperative Education.")

The PDF file of the *Career and Technical Education Cooperative Education Handbook* and the Word file of the forms are also available from the Department of Education Web site at <http://www.doe.virginia.gov/VDOE/Instruction/CTE/>.



INTRODUCTION

INTRODUCTION

Virginia has built its quality program of Career and Technical Education (CTE) on three major cornerstones:

- **Classroom instruction** — the essential component for students to master the academic and technical competencies, attitudes, and work ethic essential for career success and lifelong learning
- **Student organizations** — experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen occupations
- **Employment experience** — opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals.

The employment experience component builds on the benefits of the other two components by assisting students in the transition from the classroom to the world of work. Students enhance their knowledge, skills, and attitudes by participating in supervised experiences that are not possible to replicate in an educational setting.

There are a variety of supervised work-based learning options available through Virginia's Career and Technical Education service areas offering occupational training:

- Agricultural Education
- Business and Information Technology
- Career Connections
- Family and Consumer Sciences
- Health and Medical Sciences
- Marketing
- Trade and Industrial Education – Industrial Cooperative Training (ICT).

Although Virginia students enjoy many types of work-based learning options (see chart on following page, which compares the various kinds of options), this guide focuses on cooperative education. It includes Virginia regulations and guidelines for the administration of cooperative education and training materials for teacher-coordinators.

COMPONENTS OF WORK-BASED LEARNING OPTIONS

Characteristic	Cooperative Education	General Work Experience	Work-Study	Internship	Entrepreneurship	Mentoring/ Job Shadowing	Clinical Experience	Service Learning	IB Service Learning
Major objective	Occupational Preparation	General Work Experience	Drop-out Prevention	Exploration/ Application	Occupational Preparation	Beginning Exploration	Occupational Preparation	Teaching and Learning Methodology	Balanced, Academic, Applied, Service Curriculum
Related classroom instruction	Yes	No	No	Yes	Yes	Orientation to experience	Yes	Yes	Orientation for community experience
Student requirement for career objective in occupational field	Yes	No	No	No (but must have interest in the field)	Yes	No (but must have interest in the field)	Yes	No	No
Coordination provided by related class instructor	Yes	No	No	Yes	Yes	Desired (but not required)	Yes	Yes (but not required)	No
Program administered by teacher-coordinator certified in occupational field	Yes	No	No	No (but must have experience with careers and placement)	No	No (but must have experience with careers and placement)	Yes	No	No
Training plan and training agreement used	Yes	No	No	Optional (project involved)	No	Optional (assignment involved)	Contract with clinical facility	No	No (but project involved)
Program/instruction coordinated with student organization	Yes	No	No	No	Yes	No	No	No	No
Advisory committee used	Yes	No	No	Optional (helpful)	No	Optional (helpful)	Yes	No	Desirable (but not required)
Students paid for work	Yes	Yes	Yes (government subsidy)	May be paid or unpaid	Yes	No	No	No	No

Definition of Cooperative Education

Cooperative education is a **method of instruction** that combines career and technical classroom instruction with paid employment *directly related* to the classroom instruction. Both student instruction and employment are planned and supervised by the school and the employer so that each contributes to the student's career objectives and employability.

Virginia Department of Education Regulations and Guidelines for Cooperative Education

Virginia Department of Education regulations and guidelines for cooperative education apply to all Career and Technical Education (CTE) program areas offering cooperative education. Questions related to interpretation or implementation of these regulations and guidelines should be directed to program area specialists at the Virginia Department of Education. Questions concerning certification or endorsements should be directed to a specialist in Teacher Certification at the Virginia Department of Education.

Teacher Qualifications

- ▲ Teacher-coordinators must be endorsed to teach the course in which the cooperative method is used, must be professionally competent, and must demonstrate technical ability and actual business/industry occupational experience within the discipline for which they provide instruction.

Professional Development

Teacher-coordinators should have continuing professional development in cooperative education and in their technical areas. A workshop for new cooperative education teacher-coordinators is offered each summer by the Virginia Department of Education, Office of Career and Technical Education Services. Other professional experiences could include summer institutes and conferences, college courses, teacher internships in business and industry, and other state and local staff-development options.

Policy Statement

Each school division should have a written policy statement on cooperative education that includes teacher-coordinator qualifications and responsibilities; requirements for recruitment/selection of students and training stations; content of the training plan and training agreement; required length of training; and information about course credit, student wages, records, reports, and administration.

Class Size and Facilities

- ▲ *"Career and technical education programs using the cooperative education method of instruction shall be limited to an average of 20 students per instructor per class period (with no class being more than 24) where the cooperative method is required."* In programs where the cooperative method is optional, class size shall not exceed the number of individual workstations or an average of 20 students per instructor per class period (with no class being more than 24) if all students participate in cooperative education.

Schools should allocate sufficient and appropriate classroom and office space, equipment, and material for teaching the occupational skills.

Coordination Time and Travel

- ▲ *"Career and technical education programs using the cooperative education method of instruction shall have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training, and specify provisions for instructor travel for on-the-job coordination."* Instructional time for teacher-coordinators within a block schedule must be equated to the teaching load in the *Standards of Accreditation (SOA)*. NOTE: The coordination period for the teacher-coordinator is based on a traditional, single-period class period. For example, if a school is operating on a block schedule, the coordinator must have a minimum of 45 minutes for each 20 students. Alternate-day block schedules may allow for daily 45-minute coordination class periods or alternate-day 90-minute class periods.

Where more than one coordination period is required (due to the number of students enrolled), the periods should be scheduled consecutively to allow for travel time to and from job sites.

Adequate coordination time must be provided for teacher-coordinators to obtain training stations; supervise the employment experience component of the program; and plan,

▲ Denotes a state or federal regulation

organize, and complete all cooperative education activities. (For a more complete listing of coordination activities, see the section on "Selecting the Teacher-Coordinator" on page 31.)

Extended Contracts

Teacher-coordinators should be assigned extended contracts to ensure effective cooperative education coordination. An extended contract is defined as a period of time provided to instructors for employment beyond the regular contractual period. Program specialists recommend a minimum of 20 days in addition to the regular contract.

Training Agreement

- ▲ *"A training agreement shall be developed and followed for each student receiving training through cooperative education. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator."* The agreement identifies the responsibilities of the student, the employer, and the coordinator (school). If the teacher-coordinator supervises students from other classes within a program area, the students' classroom teacher(s) must also be involved in this process and sign the training agreement. All signers should retain a copy of the agreement.

NOTE: Electronic form available on CTE Web site:
<http://www.doe.virginia.gov/VDOE/Instruction/CTE/>

Training Plan

- ▲ *"A training plan shall be developed and followed for each student receiving training through cooperative education."* The teacher-coordinator, training sponsor, and the student must jointly prepare the training plan. The format and content of the training plan are determined by the individual program or school division. The plan, which provides documentation for evaluation, should include development of both the technical skills required by the occupation and employability skills.

NOTE: Electronic form available on CTE Web site:
<http://www.doe.virginia.gov/VDOE/Instruction/CTE/>

Supervision

In programs where the cooperative method is required, teacher-coordinators *must* teach the students they supervise. Students taking the Education for Employment courses have needs in cooperative education employment placement that are not typical of other cooperative education students; therefore, it is required that the cooperative education coordinator for EFE students be the EFE teacher. The required programs are the following:

▲ Denotes a state or federal regulation

- 8902 — Industrial Cooperative Training I (co-op)
- 8903 — Industrial Cooperative Training II (co-op)
- 9020 — EFE Cooperative Education I (for students identified as disadvantaged)
- 9030 — EFE Cooperative Education I (for students with disabilities)
- 9021 — EFE Cooperative Education II (for students identified as disadvantaged)
- 9031 — EFE Cooperative Education II (for students with disabilities)

In programs where the cooperative method is optional, teacher-coordinators may supervise students from other classes within a program area where the number of students enrolled in cooperative education does not justify an additional coordinator. Where this situation exists, the guidelines outlined below must be followed to ensure the integrity of the cooperative experience:

- Students must be currently enrolled in a course within a program that is approved for the cooperative method of instruction.
- Teacher-coordinators may work only with students in the program area for which they are certified and currently teach courses.
- Every effort should be made to assign teacher-coordinators to classes within programs where the greatest numbers of students who will be coordinated are enrolled.
- Teacher-coordinators must meet with the students' career and technical education classroom teachers before each training station visit and, if there is a need, after each visit.
- Meetings between teacher-coordinators and the students' career and technical education classroom teachers must be documented on the training plans.
- Career and technical education classroom teachers' involvement in the development of the training agreement and training plan must be certified by signature on each document.
- Training agreement and training plan forms must be modified to account for the meetings with and involvement of other program classroom teachers (if applicable).

Block Schedules	The cooperative education experience must be continuous throughout the school year even if the classroom instruction is in the second semester. The students must be placed by the coordinator in jobs related to the career area and must be supervised and visited by the coordinator throughout the year. The students must adhere to the regulations and guidelines set forth in this handbook. Released time for coordinators is outlined under "Coordination Time and Travel" on page 6.
Training Stations	<p>Training stations should be carefully selected so that students are placed in locations that provide quality learning experiences that are compatible with their career goals.</p> <p>Cooperating businesses should appoint a training sponsor to assist the teacher-coordinator in student training, supervision, and evaluation.</p>
Coordination	Teacher-coordinators should strive for a minimum goal of one coordination visit to the training station per month and no fewer than one visit per grading period. The visits should include conferences involving the student, teacher-coordinator, and training sponsor to discuss training plans and to evaluate student performance and progress.
Supervised Work Experience Hours Required for Approved Programs	<p>Credit for career and technical cooperative education during a 36-week school year should be based upon successful completion of the course and continuous employment throughout the school year, averaging between 11 and 15 hours a week, with a minimum of 396 hours. Research has shown that fewer than 11 hours does not provide the working environment experiences that students need to support classroom instruction and that more than 15 hours is detrimental to the student's ability to complete all school assignments.</p> <p>NOTE: Continuous employment means students work throughout the school year from the date hired until the school year ends. Most students will exceed 396 hours.</p>
Summer Employment	Summer employment hours may be counted toward the number of hours required for the school year if the work experience is supervised by a teacher-coordinator.

▲ Denotes a state or federal regulation

Federal and State Labor Regulations

- ▲ Students must be at least 16 years old to seek employment unless a special work permit is secured.

Programs using the cooperative education method are subject to applicable federal and state labor regulations. Teacher-coordinators must keep abreast of such regulations to ensure compliance.

Coordinators are not to interpret labor laws. Labor laws are made available to coordinators during an annual training workshop for new coordinators to provide an awareness of all safety and legal aspects of coordinating students' cooperative education experience. If any procedure is questioned, coordinators should call either the state or federal office for assistance. A coordinator should never attempt to interpret the law or to confront an employer. Current contact numbers for state and federal offices are available on the following Web sites:

U.S. Department of Labor

Employment Standards Administration
Wage and Hour Division

<http://www.dol.gov/esa/contacts/whd/america2.htm>

Virginia Department of Labor and Industry (VDOLI)

Labor and Employment Law

http://www.dli.state.va.us/whatwedo/labor_law/representatives.html

Role of Guidance

Teacher-coordinators should work closely with guidance personnel in establishing selection criteria for cooperative education. Students should be placed in programs with content compatible with their interests, aptitudes, abilities, and career goals. Students participating in cooperative education should demonstrate a genuine interest in the career field and understand that the emphasis of the cooperative experience is on learning, not on earning money.

▲ Denotes a state or federal regulation

Advisory Council

Programs using the cooperative education method of instruction should have an active advisory council of business/industry representatives, labor representatives, school personnel, parents, and students.

Virginia Department of Education Reports

- ▲ The Virginia Department of Education requires, for purposes of program accountability, one comprehensive report that includes numbers of students, job classifications, and wage and hour information. The Annual Wage and Hour Report must be submitted electronically in June of each year.

NOTE: Electronic wage and hour forms available on CTE Web site: <http://www.doe.virginia.gov/VDOE/Instruction/CTE/>

School Records

- ▲ Each participating school must maintain the following records for each student:
 - Training agreement
 - Training plan
 - Course competency record
 - Annual wage and hour report
 - Documentation of all out-of-school coordination activities, including dates of training station visits.

The **retention and disposition** for cooperative education records follow:

- | | |
|---|---|
| • Enrollment | Retain 1 year, then destroy. |
| • Evaluation | Retain 3 years, then destroy. |
| • Program | Review annually; destroy those records that have no administrative value. |
| • Student Records: | |
| - Work experience forms | Retain 5 years after student graduates, then destroy. |
| - Record of employment counseling and placement | Retain 5 years after student graduates, then destroy. |
| - Employment evaluations | Retain 5 years after student graduates, then destroy. |

NOTE: Work experience forms would include training plans, training agreements, course competency records, annual wage and hour reports, and documentation of site visits.

▲ Denotes a state or federal regulation

Instruction

Cooperative education in Virginia provides for employment experience that is directly related to the classroom instruction. The Virginia Career and Technical Education (CTE) programs ensure a unified approach to instruction in which the teacher-coordinator blends classroom learning, employment experiences, and student-organization activities. This instructional approach provides opportunities for students to acquire the academic and technical knowledge and skills that will enhance their employability, enable them to advance in a career, and continue their education to maintain their competitiveness in the workplace.

In Virginia high schools, career and technical education is organized in **career clusters** that provide course sequences within career areas and roles. Coordinators, counselors, administrators, parents, and students are encouraged to learn about these career areas and the course sequences available.

The following program areas provide opportunities for cooperative education: Agriculture Education, Business and Information Technology, Career Connections, Family and Consumer Sciences, Marketing, and Trade and Industrial Education. Each program area will identify in the **course instructional frameworks** the courses that provide for the cooperative education method of instruction.

To view the career clusters, pathways, and course sequences in Virginia's Career and Technical Education program, contact the CTE Resource Center at 804-673-3778 or at <http://www.CTEresource.org>. Alternatively, visit the CTE Web site at <http://www.doe.virginia.gov/VDOE/Instruction/CTE/> and click on the current school year's *CTE Administrative Planning Guide*.

All CTE programs in Virginia have **task/competency lists** that are available through either the CTE Resource Center or the CTE Web site. These task lists have been correlated to the academic standards of learning.

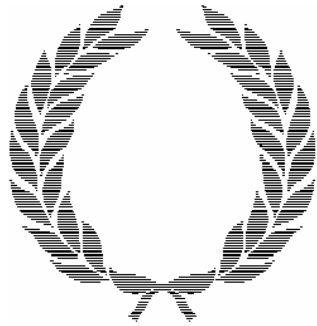
Instructional frameworks will be available for each career and technical course. These frameworks will contain course descriptions, duty areas, task/competency lists, related Standards of Learning, and crosswalks with CTE Student Organization activities and national standards.

To obtain assistance with the curriculum resources listed, use the following contacts:

Virginia Department of Education
Career and Technical Education Services
P. O. Box 2120 (street address, 101 North 14th Street)
Richmond, VA 23218-2120 (23219)
Phone: 804-225-2051
Fax: 804-371-2456
Web site: <http://www.doe.virginia.gov/VDOE/Instruction/CTE/>

CTE Resource Center
2002 Bremo Road, Lower Level
Richmond, VA 23226
Phone: 804-673-3778
Fax: 804-673-3798
Web site: <http://www.CTEresource.org>
E-mail: info@CTEresource.org

Individual program specialists are identified with contact information on the CTE Web site.



DETERMINING THE NEED FOR COOPERATIVE EDUCATION

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The Virginia Department of Education must provide approval prior to establishing cooperative education in a local school division. To receive approval, an application must be submitted through the Career and Technical Education Management System (CTEMS) document. The application must be supported by the results of a local needs assessment that documents student interest and community support for the program, as these are key factors for a successful program.

Procedures for Conducting a Local Needs Assessment

- **Develop materials to introduce and explain cooperative education to students and employers.** Use the benefits of cooperative education for the student, the school, the community, and for the employer/training sponsor (described on pages 21–22) to build support for the program.
- **Conduct a student interest survey** (see “Designing and Conducting Surveys” on page 19) and interview prospective students to explain cooperative education, to determine occupational interests, and to ascertain eligibility for the program and interest in participating.
- **Appoint a steering committee of teachers and/or appropriate school personnel** to survey local businesses (see “Designing and Conducting Surveys” on page 19) to determine the number of work-training stations in the community in which cooperative education students might be placed. Ideally, the number of workstations should equal one and one-half times the number of students to be placed.
- **Provide an orientation to the steering committee** that includes the following:
 - **Statements of commitment and support for cooperative education** from administration, guidance, and teachers. Testimonials from key leaders working with successful programs in other localities may also be used to show the support for, and success of, cooperative education.
 - **An overview of the benefits of cooperative education** to students, the school, employers, and the community (described on pages 21–22).
 - **Information on the proposed programs/courses that will use the cooperative education method of instruction.**

- **An overview of labor-market information**, indicating current and projected employment opportunities in the local community.
- Involve the steering committee in planning and conducting the employer survey. This should include, but not be limited to, the following:

- **The development of a list of businesses to be included in the survey.**

Although the classified section of the telephone directory may be used to compile the list, other sources are available. Contact the local Chamber of Commerce or a personnel association to explain the need for the proposed survey. Discuss the survey instrument and give assurances that the information obtained will be kept strictly confidential. Request a membership list. The list should provide names of those persons in authority, those who determine the employment needs, and the training capabilities of companies.

Other names, addresses, and contact personnel might be secured from your local Advisory Committee, the Retail Merchants Association, the Virginia Employment Commission, Government Manpower Agency, and Planning District Commission.

- **The design of the Training Station Interest Survey** (see "Designing and Conducting Surveys" on page 19). A cover letter should be included with the survey to explain the purpose of the survey and include a request for a follow-up appointment.
- **The development of procedures for conducting the Training Station Interest Survey.** Plan a visitation schedule that will allow sufficient time to conduct the survey and to explain the cooperative method of instruction. In selecting the employers to be interviewed on a particular day, group them according to geographical location. Remember that an energetic and informed coordinator will sell the program. Afterwards, the quality of a successful program will sell itself.

Selling any product begins with a thorough knowledge of the product to be sold; selling the cooperative method of instruction is no exception. The primary purpose of the initial interview is to secure information about employment possibilities; however, an explanation of the cooperative method of instruction must be made to establish the purpose for conducting the survey. First impressions are critical. An employer respects the teacher-coordinator who approaches a task in a professional manner.

Briefly describe the program to the potential employer. If the survey form previously mailed has not been completed or cannot be found, supply another and proceed with the questions. Should the form have been completed, review portions, and if needed, utilize additional time to explain the cooperative method.

Any questioning should be in a personal tone to show the school's interest in that particular business. Be sensitive to the employer's reactions, and supply information as requested, but save any hard-sell techniques for the follow-up interview.

Occasionally, the employer will invite you to tour the facility because the company is also trying to promote a positive public image. Take advantage of the opportunity. Note the tasks performed, equipment being used, the attitudes displayed by the employees, and the flow of work. If the opportunity does not present itself, request a tour for another time.

The coordinator should take the initiative in terminating the interview after a reasonable time of, say, 15 to 20 minutes. However, do not leave without assuring that you will call for a subsequent appointment to explore the possibilities of the participation of the organization in cooperative education.

- **The development of methods for tabulating and summarizing the data collected from the Training Station Interest Survey.** To maximize the use of the completed survey, a file should be maintained. Results should be analyzed, interpreted, and summarized as to classifications of organizations, employment needs, and attitudes towards the cooperative program. Additional information should be recorded after follow-up visits. Because conducting occupational surveys is a continuous process for the teacher-coordinator, an up-to-date file is a constant source of information. A summary of the results also should be made available to the administration, local advisory committee members, and local news media — without using company names, of course.
- **Follow up all contacts.** After the survey results have been studied and a determination of likely training station prospects made, a systematic visitation plan must be formulated so that follow-up appointments may be arranged. Advantages of the cooperative method of instruction to be stressed during follow-up appointments are enumerated beginning on page 21.

Designing and Conducting Surveys

Surveys of local businesses and students to determine the interest and potential for cooperative education should be carefully designed to elicit information that is accurate and relevant. It is helpful to formulate some survey objectives before designing the survey instrument.

- **Training Station Interest Survey.** (See sample on pages 23–24.)

This survey should result in information that will allow cooperative education planners to

- determine the willingness of local employers to support the program
- learn the names and number of potential training stations in the community
- determine the types of businesses in the community and the various learning experiences these businesses might provide for students
- reveal the employment needs of the community
- determine the educational training required for employment
- learn the types of organizational patterns and equipment used in the business or industry
- discover whether employment tests are used and, if so, the kinds administered
- discover approximate, local starting salaries for the particular business or industry.

- **Student Interest Survey.** (See sample on pages 26–27.)

The survey of students should reveal

- interests and needs of the students
- student willingness to participate in cooperative education
- number of potentially eligible student-learners
- career objectives of the students
- educational qualifications of students for participation
- extent of student familiarity with cooperative education programs.

If school officials and the steering committee decide there is support for cooperative education, the following steps should be taken:

- An application should be initiated through the Career and Technical Education Management System (CTEMS) document.

- A qualified teacher-coordinator should be selected (see “Selecting the Teacher-Coordinator” on page 31).
- An adequately equipped classroom or laboratory should be provided for related instruction. The teacher-coordinator should be provided office space for privacy in interviewing students, training sponsors, and parents. The office should include a telephone for making community contacts.
- The coordinator should be provided with sufficient time during the day for program planning, for the development of instructional materials, for making community contacts, and for visiting students on the job. Assignments should not interfere with the released period(s) for coordination.

Benefits of Cooperative Education

For the student:

- Students have the opportunity for learning useful employment skills on real jobs under actual working conditions.
- Interest in classroom work is stimulated by the application of academic and job-related learning to job situations.
- As wage earners, students develop understanding, appreciation, and respect for work and workers.
- The ability to get and hold a job helps young people develop a mature and realistic concept of self.
- The transition from school to employment is made easier.
- The ability of the student to develop a post-high school plan for employment and continuing education is enhanced.

For the school:

- A school that conducts cooperative on-the-job training is able to extend educational opportunities that are beyond its own physical and financial resources.
- Interaction with professionals outside the school environment is provided in the training of young people.

- Teachers, guidance counselors, and school administrators are provided with improved opportunities to keep in touch with changing employment conditions.
- Cooperative on-the-job training is a living demonstration of the concept that education is indeed a community-wide partnership.

For the community:

- The number of young people making a successful transition from school to work is increased, thereby adding to the number of economically productive members of society.
- A continuing pattern of school-community partnerships is developed.
- Training experiences through cooperative education help to improve the community's pattern of job stability by giving students employment skills and civic competence.

For the employer/training sponsor:

- Employers are assisted in analyzing jobs and developing training outlines.
- The private sector is provided with opportunities to take an active part in the education and career preparation of students in the local community.
- Students are prepared to work in their own localities, under the supervision and following the methods of a specific local employer.
- Classroom instruction gives student-learners a more thorough understanding of job-related theory and knowledge.

SAMPLE
COOPERATIVE EDUCATION
TRAINING STATION INTEREST SURVEY
(Name) HIGH SCHOOL

Date: _____

1. Name of business or organization: _____
2. Address: _____
3. Type of business or organization: _____ Phone: _____
4. Name of owner or manager: _____
5. Person completing survey: _____ Title: _____
6. Approximate number of full-time employees: Male: _____ Female: _____
7. Approximate number of part-time employees:
 Adults: Male: _____ Female: _____ Total: _____
 Students: Male: _____ Female: _____ Total: _____
8. Educational requirements for full-time positions: _____
9. Job entrance tests administered, if any: _____
10. Please indicate below or attach to this form the positions, number of employees, and the skill requirements for job entrance you now have for each position:

Position	Number	Skill Requirements
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TRAINING STATION INTEREST SURVEY (continued)

11. Does employment in your organization increase during a particular time of the year?

Yes _____ No _____ If yes, when? _____

For which positions? _____

Cooperative education is the supervised on-the-job instruction phase of an occupational preparation program. Students attend classes part of the day and work in training stations during the other part of the day for related training. The teacher-coordinator correlates classroom instruction with on-the-job learning experiences.

12. Would you be willing to provide work experience opportunities for cooperative education students?

Yes _____ No _____

If yes, what type(s) of part-time positions could you offer? _____

Number of cooperative education students you would possibly employ: _____

If no, please explain: _____

13. Please indicate below or attach to this form the types of work/learning experiences you can possibly provide cooperative education student-learners:

14. In your opinion, what are likely to be the best job opportunities in your business/occupational area in the next five years?

THANK YOU FOR YOUR RESPONSE!

SAMPLE
INTRODUCTORY LETTER TO ACCOMPANY
TRAINING STATION INTEREST SURVEY

(Current Date)

(Name of Contact)

(Name of Potential Training Station)

(Address of Potential Training Station)

Dear (Name of Contact):

(Name of School) High School is studying the feasibility of establishing Career and Technical Education programs using the cooperative education method of instruction. Cooperative education has been proven to have numerous real benefits to those involved — employers, students, schools, and the community. Students participating in cooperative education attend classes part of the school day and work part-time in local businesses that agree to provide training stations for the students. A teacher-coordinator correlates the in-school instruction with the students' on-the-job learning experiences.

Programs using cooperative education require the support of the community. We are conducting this survey to ascertain approximately how many employers might support these programs by providing part-time employment for students enrolled in programs using the cooperative method of instruction. This survey will also provide information about employment needs and expectations, which will be used to improve classroom instruction so that we may better meet the needs of local employers.

A school representative will call for an appointment to collect the completed survey form and answer any questions you may have. The interview will be brief. Your cooperation in completing this survey will be greatly appreciated by the school and the students who may be the future employees of businesses in this community. We will very much appreciate your assistance in helping to determine the need for these programs.

Sincerely,

(Principal or Superintendent)

xx
Enclosure

SAMPLE
COOPERATIVE EDUCATION
STUDENT INTEREST SURVEY
(Name) HIGH SCHOOL

Date _____

I. PERSONAL

Name: _____
Address: _____
Date of birth: _____ Telephone: _____
Grade level: _____ Homeroom: _____
Father's name (or Guardian): _____
Father's occupation: _____
Mother's name (or Guardian): _____
Mother's occupation: _____

II. EDUCATION AND FUTURE PLANS

Plans after high school graduation: _____

Are you interested in preparing for a specific career?

Yes _____ No _____ Undecided _____

If yes, career choice: _____

Cooperative education offers programs in which a student attends classes part of the day and works in an employer training station part of the day for related training. Would you be interested in participating in such a program?

Yes _____ No _____ Undecided _____

If yes, would you be able to provide your own transportation? _____

Would you like additional information about cooperative education programs?

Yes _____ No _____

List the career and technical courses you have completed: _____

List the career and technical courses you are presently taking: _____

List additional career and technical courses you plan to take: _____

List additional career and technical courses you would like to see offered:

List your extracurricular activities: _____

III. EMPLOYMENT EXPERIENCE AND PLANS

A. Are you presently employed? Yes _____ No _____

If yes, place of employment: _____

Responsibilities: _____

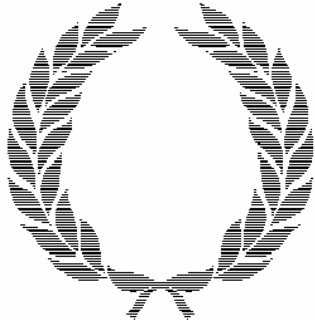
B. List any previous employment:

1. Place of employment: _____

Responsibilities: _____

2. Place of employment: _____

Responsibilities: _____



SELECTING THE TEACHER-COORDINATOR

SELECTING THE TEACHER-COORDINATOR

Careful selection of the cooperative education teacher-coordinator is vitally important. He or she is the key to an effective and meaningful educational program using the cooperative education method of instruction. The individual selected must be well qualified to assume the job and must clearly understand the required roles and responsibilities.

The teacher-coordinator is a member of the school staff who serves in two capacities — as teacher and as coordinator. He or she must be able to work cooperatively with people, motivate others, and develop training relationships with business and industry. The success of the course is directly dependent upon the teacher-coordinator's enthusiasm and ability to establish priorities, develop and execute plans, and evaluate activities objectively so that goals can be successfully achieved.

Qualifications

The qualifications required for effective teacher-coordinators are as follows:

- a Collegiate Professional or Technical/Professional license endorsed for the appropriate discipline (assigned teaching area)
- experience in the occupation
- successful teaching in the appropriate discipline
- participation in pre-service or in-service training in planning, implementing, and evaluating cooperative education.

Additionally, the successful teacher-coordinator will be knowledgeable and enthusiastic in

- guiding and selecting students
- enlisting and supervising the participation of employers
- teaching related instruction
- handling personal and educational problems of students
- directing student organization activities

- administering the program
- maintaining good public relations
- representing the school effectively in the community
- carrying out school policies
- representing the total education program
- gaining the confidence of the business and school communities
- assisting students in adjusting to the work environment and in making personal adjustments
- motivating students and employers.

Responsibilities

In addition to possessing the abilities listed above, the teacher-coordinator must fully understand and prepare for the responsibilities that accompany the role. Teacher-coordinators have major responsibilities in the following areas:

- **Classroom Instruction**
 - Organizing the classroom or laboratory for instruction
 - Explaining course goals and purposes to students
 - Using program area competencies and guides as a basis for planning instruction
 - Planning instructional strategies for individual training needs
 - Evaluating classroom instruction and on-the-job training for their related learning experiences
 - Selecting or developing appropriate materials for related instruction
 - Providing opportunity for students to participate in the appropriate career and technical student organization
 - Creating a library of technical information

- **Guidance**

- Cooperating with guidance counselors in determining student enrollment in the course
- Interviewing prospective students for entry into the program
- Assisting students in making other course selections related to career goals
- Assisting students in determining appropriate placement
- Counseling students regarding job orientation and interview techniques
- Holding regular conferences concerning student progress in class and on the job
- Arranging for student placement adjustments

- **Coordination**

- Visiting businesses to select appropriate training stations
- Orienting new training sponsor(s)
- Preparing training agreements
- Developing training plans
- Observing students on the job at the training station
- Conferring with training sponsors concerning student performance and progress
- Complying with local, state, and federal laws relating to career and technical education, employment of minors, and safety
- Holding conferences with students, employers, and parents
- Resolving problems that arise between the student and the training sponsor
- Ensuring that the training supervisor provides consistent, effective guidance and supervision in accordance with the step-by-step training plan

- **Operation and Administration**

- Placing students in jobs directly related to course competencies and career objectives

- Completing the training agreement and training plan with student, training sponsor, parent, and administrator
 - Assuring that all legal requirements for the training have been met
 - Recording coordination visits and conferences with training sponsor and students
 - Maintaining teacher-coordinator records
 - Maintaining student files
 - Measuring student achievement of tasks on the job
 - Evaluating the job market to secure additional training stations
 - Filing itinerary with principal or other administrator
 - Managing time effectively while balancing school and community responsibilities
- **Public Relations**
 - Visiting employers to encourage their cooperation in the establishment of the program
 - Participating in community and civic activities
 - Promoting career and technical education through student organization community projects
 - Planning an employer/employee function with students during the school year to honor the employers who have provided the training stations for the students
 - Conducting community surveys to determine appropriate types of training stations
 - Developing brochures on career and technical program(s) to distribute to the business community
 - Promoting within the school using brochures, displays, and articles in the school newspaper
 - **Professional Development**
 - Keeping certification up to date

- Returning periodically to the workplace
- Participating in local, state, and national professional organizations
- Participating in staff development activities
- Staying abreast of current research, developments, and technology in the professional field
- Incorporating new information and technology in lesson plans

Clearly, the roles and responsibilities of a good teacher-coordinator are challenging, rewarding, and extremely time-consuming.

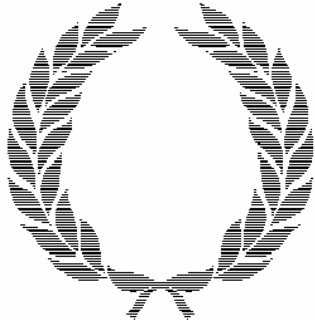
EXAMPLES OF ACTIVITIES THAT ARE PERFORMED BY TEACHER-COORDINATORS

In-School

- Confer with administration and guidance department
- Interpret the program to students and staff
- Conduct school survey
- Select students
- Conduct orientation program for students
- Check equipment and room layout
- Check student records
- Develop and update instructional material
- Secure supplies and materials
- Review labor laws
- Review labor-market data
- Schedule resource persons
- Prepare reports
- Confer with students regarding job evaluations
- Participate in CTE student organization activities
- Provide guidance services for students
- Maintain up-to-date file on students and program activities
- Keep current on technological changes
- Sponsor employer/employee appreciation activity
- Assist in placing graduates
- Evaluate the program
- Develop training agreements
- Develop training plans

Out-of-School

- Locate and select training stations
- Interpret the program to the community
- Promote the program within the school and community
- Contact parents
- Place students
- Visit students at training stations
- Confer with training sponsors
- Work with advisory groups
- Participate in civic, trade/craft, and professional organizations
- Conduct follow-up surveys
- Conduct community and other surveys to assist with program planning
- Attend scheduled meetings, professional conferences, and in-service workshops



PROVIDING COMPREHENSIVE COORDINATION

PROVIDING COMPREHENSIVE COORDINATION

The responsibilities involved in coordinating a career and technical occupational program using the cooperative education method of instruction are many and varied. Released time from teaching should be given to conduct these activities. Coordinators are encouraged to provide their local administrators with a weekly schedule of their activities (See sample on page 52.). Otherwise, coordinators may be assigned school duties or be asked to cover other classes during what the administration may perceive to be "free time."

The most important coordination activity is making visits to training stations. Another important activity is preparing reports. This section outlines these activities and offers suggestions for their accomplishment.

Making Training Station Visits

In order to discuss with students their individual training stations and job situations and to relate classroom instruction to different training station environments, the coordinator will need to be as familiar as possible with each task students perform. Coordinators should make a visit to each training station once a month to observe and evaluate student-trainee progress and to assess additional training needs in order to incorporate related training in the classroom. If monthly visits are not possible, coordinators should make at least one visit each grading period.

Initial Training Station Visits

The following guidelines should be considered when making initial training station visits:

1. Call the training sponsor, preferably one week in advance, to make an appointment for your visit. Allow 30 to 45 minutes per training station visit.
2. Plan the purpose of the visit, and take necessary materials. If this is the first visit since the student was selected, take the training agreement and the training plan. Coordinators may use a training sponsor's manual and any additional employer evaluation forms, if such tools are available or desired.

3. Upon arrival at the training station, ask to see the student's training sponsor.
4. If this is a new training station, explain the roles of coordinator and training sponsor.
5. Review with the sponsor the training sponsor's manual, if available.
6. Review the training agreement and the training plan, and ask the training sponsor to sign the documents. Ask that a copy be retained for the training station file.
7. Discuss the overall function of the training station and the role of the student-trainee within it.
8. Discuss the evaluation process with the training sponsor.

Subsequent Training Station Visits

After the placement process is completed and the student is working in accordance with the training plan, the coordinator will need to establish a plan of visitation and counseling. This is a vital part of the coordination process and a basic link between the school and employers.

Coordinators should have a purpose for each visit worthy of the training sponsor's time. Here are some purposes for coordination visits:

- **Student Evaluation Procedure**

Plan an evaluation visit each grading period for the purpose of establishing assessment for the student. In developing guidelines for grades, the on-the-job portion of the grade should not outweigh the classroom instruction portion.

It will be necessary for the coordinator to visit the training station near the end of each grading period for the purpose of assisting with the evaluation. The evaluation portion of the training plan should be recorded by the coordinator based on input from the employer during the visit.

The training sponsor should understand how the evaluation report will be used. The student's grade should be based on classroom grade and job performance. The coordinator should discuss each evaluation report with the student in a private conference so that strengths and weaknesses can be identified. It is encouraged

that the training sponsor provide evaluative input to the student during the training process.

- **Employer Acquaintance with Related Instruction**

The training sponsor typically will have no direct contact with the related training provided by the school. The coordinator therefore must keep training sponsors informed about related training and give them an opportunity to suggest special areas of training relevant to the tasks the student is performing on the job. Coordinators may want to inform training sponsors of problems involved with providing directly related instruction, for example, the problem of obtaining suitable reference materials. (Sponsors may be able to donate materials not available at school.)

Training station visits should result in a better understanding by the employers of what students are doing in the classroom. Items such as study guides, reference books, and completed assignments will serve as excellent topics of conversation with training sponsors and give them some evidence of the character and quality of the student-trainee's classroom work. Continuous reference to the relationship between directly related instruction and work experiences will strengthen career and technical programs using the cooperative education method of instruction.

- **Reconciliation of Periodic Report of Training**

A general practice is to have each student complete a periodic report of training to keep the coordinator informed of the nature and scope of the on-the-job experience. This report can also be used to trace any potential problems that may arise. For example, a student-trainee may report week after week that the same routine work is being performed. A coordinator may assume that the student-trainee is not reporting job experiences accurately or that the training sponsor is not allowing the student new areas of job experience. A visit to the training station may be necessary to determine the truth.

- **Introduction of School Administrators to Employers**

Coordinators should provide opportunities for school administrators to visit students on the job and meet their training sponsors. Such visits will serve to encourage administrators' appreciation and awareness of the problems involved in career and technical programs using the cooperative education method of instruction. Administrators will be attentive to community feedback of this kind. Visiting training stations jointly with the school principal has sufficient value to justify periodic occurrence throughout the year.

- **Observation**

A coordinator will occasionally want to observe the student-trainee at work. This will provide an opportunity to sample attitudes of co-workers, receive ideas and suggestions for related study, identify the student's need for personal improvement, provide an awareness of the general attitude toward the student, become aware of the training station environment, foster awareness of the quality of the on-the-job training, and follow the general progress of the student.

The Visitation Process

The first step in preparing for a visit to a given training station is to check the visitation record in order to review the date, purpose, and results of previous visits. Various aspects of these previous visits may require follow up.

A review of purposes of previous visits may suggest an appropriate purpose for the planned visit. The purpose of the visit will determine which materials, if any, should be taken.

The experienced teacher-coordinator may find mental notes to be sufficient, while other individuals may find it to their advantage to prepare a written list of leading questions. Diplomacy and tact are essential during the visit.

An appointment should be made with the training sponsor. Arrive promptly and be prepared to proceed with the conference. The conference should be conducted in a setting that will enable the training sponsor to give undivided attention to the matter at hand.

The visitation process will be completed when notes have been prepared for use in student counseling. The need for and intensity of the counseling will vary with the purpose and results of the visit. If the purpose was to work with the employer in adjusting a problem, counseling will be mandatory as soon as possible. A list of "Do's" and "Don'ts" when making training station follows.

VISITING THE TRAINING STATION

DO	DON'T
<ul style="list-style-type: none"> Plan a weekly calendar, and establish a schedule for your visits. 	<ul style="list-style-type: none"> Coordinate by telephone.
<ul style="list-style-type: none"> Have an objective for each visit — e.g., to evaluate and observe the student. 	<ul style="list-style-type: none"> Follow a set pattern for each visit.
<ul style="list-style-type: none"> Leave a copy of your daily itinerary in the school office. 	<ul style="list-style-type: none"> Leave the impression that you have a lot of free time.
<ul style="list-style-type: none"> Be friendly but professional. 	<ul style="list-style-type: none"> Turn the visit into a social call.
<ul style="list-style-type: none"> Contact the training sponsor when you enter. 	<ul style="list-style-type: none"> Go directly to the student.
<ul style="list-style-type: none"> Be alert and observant. 	<ul style="list-style-type: none"> Give the impression of snooping.
<ul style="list-style-type: none"> Be alert for the training sponsor's signal that the conference should end. 	<ul style="list-style-type: none"> Depend only on memory for details of the visit.
<ul style="list-style-type: none"> Have a private student conference concerning the training station visit. 	<ul style="list-style-type: none"> Prolong the visit and waste the training sponsor's time.
<ul style="list-style-type: none"> Be objective and willing to learn. 	<ul style="list-style-type: none"> Point out the student's mistakes or bad practices while at the training station.
<ul style="list-style-type: none"> Observe the student at work. 	<ul style="list-style-type: none"> Pass yourself off as an expert or authority.
<ul style="list-style-type: none"> Treat all information and records as confidential. 	<ul style="list-style-type: none"> Interrupt or interfere with the student's work.
<ul style="list-style-type: none"> Be loyal to the teaching profession at all times and strive for improved relations. 	<ul style="list-style-type: none"> Discuss the student's problems at school.
<ul style="list-style-type: none"> Complete notes immediately after the visit. 	<ul style="list-style-type: none"> Criticize school policies, procedures, curriculum, etc.

Suggested Steps for Resolving Conflicts

1. Identify the problem early before it becomes serious.
2. Postpone making any decision or taking any action until you have talked with all parties — especially the student.
3. Identify all possible solutions or alternatives.
4. Carefully weigh the merit or value of each solution in terms of what it does to the student, the program, the employing organization, and the school.

5. Determine good, better, and best choices, as well as those that you deem unacceptable.
6. Discuss the situation and alternatives with the student and the training sponsor, stating the advantages and disadvantages of each.
7. Develop a plan of action that is acceptable to all.
8. Carry out the plan of action.
9. Follow up later to see whether the plan is working or whether further adjustments need to be made.
10. Set up a grievance committee to assist in decision making and to support the coordinator's corrective action. Examples of committee members might be the principal or assistant principal, a guidance counselor, a department chairperson, or another teacher or teacher-coordinator.

Coordination Requirements

The training agreement and the training plan are essential to the success of programs using the cooperative education method of instruction. These documents must be completed for each student participating in cooperative education. Additionally, coordinators must complete and submit certain reports to the appropriate Program Service Area at the Virginia Department of Education. This section will help coordinators to become acquainted with and understand the purpose of these documents and reports.

- **The Training Agreement**

The training agreement is a written statement of commitment from the student, the parent, the training station, and the teacher-coordinator. It is a required, formal document that spells out the responsibilities of all involved parties. (See regulation on page 7.) All parties to the agreement must sign the document and retain a copy for their files. The purpose and scope of the training agreement is most easily seen by looking at the sample agreement form on the CTE website: <http://www.doe.virginia.gov/VDOE/Instruction/CTE/>. School divisions that develop local forms must include all asterisked (*) items to be in compliance with the Virginia Department of Labor and all parties listed above.

- **The Training Plan**

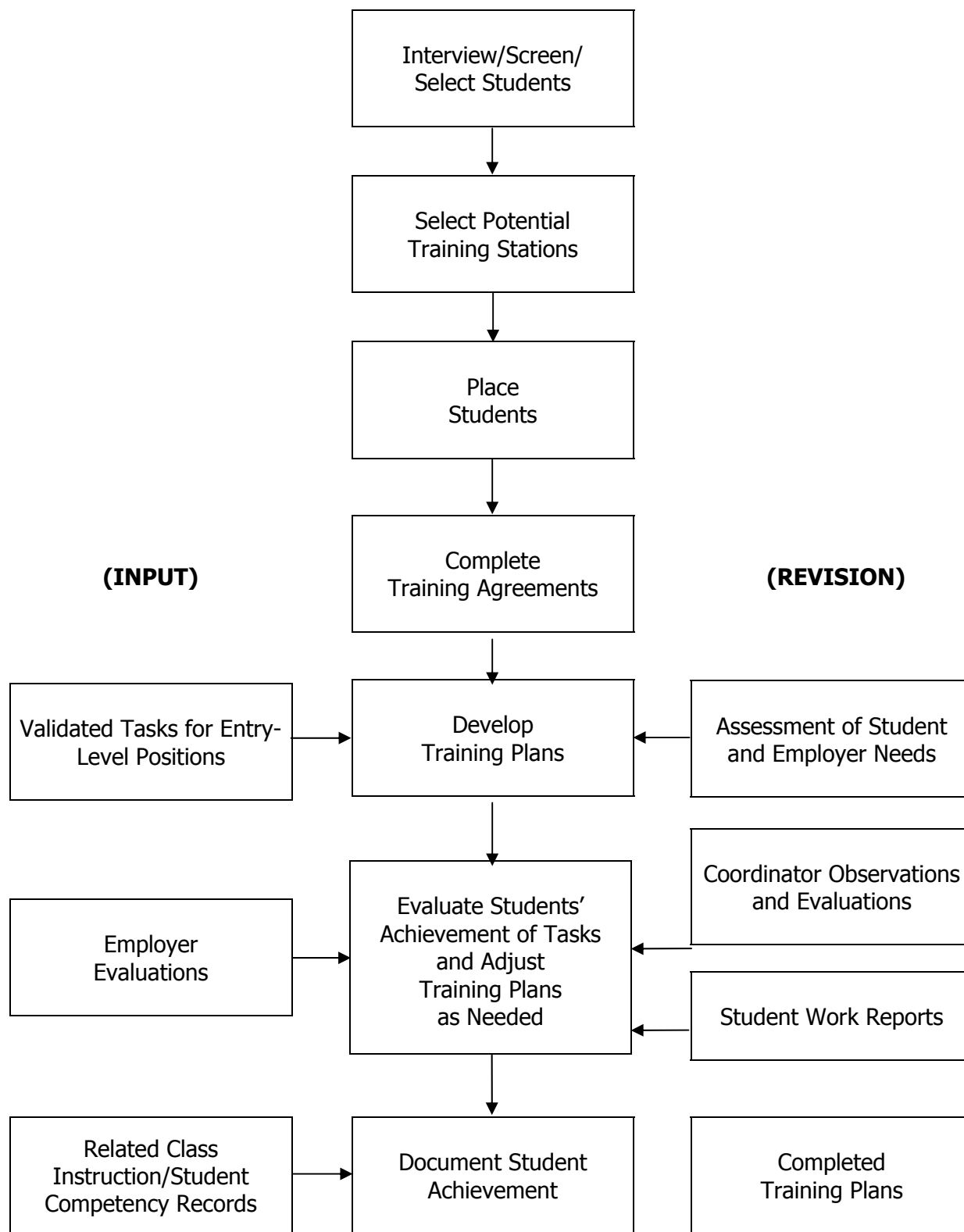
Two of the major responsibilities of a teacher-coordinator are to plan and organize instruction for students and to ensure that there is correlation between classroom instruction and on-the-job training. Carrying out these responsibilities depends on the coordinator's skill in working with students and the employer's success in developing training plans that are comprehensive in terms of meeting a student's training needs and career objective.

The training plan is a required, formal document that identifies classroom and on-the-job instruction that contributes to the employability and ongoing development of a cooperative education student. (See regulation on page 7.) An orientation checklist is included as part of the training plan to assist employers in the initial stages of working with students. The training plan also serves as an evaluation tool for the student-trainee. A training plan must be developed for each student. The development of the training plan is primarily the responsibility of the teacher-coordinator; however, it should include input from the training sponsor, the student-trainee, and other program-related teachers, if applicable. Training plans should be retained for five years after students graduate.

A sample training plan that is generic for any program is available on the CTE website at: <http://www.doe.virginia.gov/VDOE/Instruction/CTE/>. Individual career and technical program areas may also have sample training plans, such as a sample plan specifically designed for Business and Information Technology students (available on the CTE website at the above address).

The training plan development process is continuous. It begins with activities to identify a realistic career objective and training needs for individual students and continues through the entire training phase of the program. Training plans should be expanded, adjusted, and revised in accordance with the needs of individual students and employers. The flowchart on the following page shows the position of the training plan in the total cooperative education plan.

**INSTRUCTIONAL SYSTEM USING
INDIVIDUALIZED TRAINING PLANS**
Procedure Followed by Teacher-Coordinator



On-the-job training in a cooperative program must be monitored continuously. The training plan provides a record of the student's progress throughout the training program.

The teacher-coordinator should discuss with the student the purpose of the training plan and how it is to be used. The student should be informed that the training plan will be used to measure job performance. The student should be aware that some of the tasks will be experienced on the job and some will be learned in the classroom. Students should also understand that evaluations will be completed each grading period and will be followed by conferences involving the student, the coordinator, and the employer.

The coordinator should schedule an appointment with the employer to explain the use of the training plan as soon as the student is placed on the job. At this time, those tasks that are to be learned on the job should be identified and indicated on the training plan.

- Evaluation and Adjustment of Training Plan

During each visit, the coordinator discusses the student's progress with the employer. Using the training plan as an evaluation tool, the employer measures the student's performance on the job. The employer may complete the training plan with the coordinator. The employer's evaluation is discussed with the student and is used to make modifications in the student's training program and to assist in determining the specific instruction to be provided for the student in the classroom.

During the coordinator's regular visits to training stations, the employer advises the coordinator of the addition of new tasks or the deletion of previously identified tasks. The coordinator should then adjust the training plan to reflect these task changes.

Wage and hour reports should also be used by the coordinator to obtain information regarding changes in a student's hours/wages as well as changes in a student's job responsibilities. The coordinator's observations during visits to the training station should also identify any needed adjustments to the training plan. After each adjustment to the training plan, the coordinator must determine whether additional class-related instruction is required.

At the end of the school year or whenever the student's job ends, the coordinator's copy of each training plan should be filed as a record of student achievement. Related classroom instruction should also be documented on a student competency record. If a student is placed in an occupational area for which a plan has been developed, the coordinator should be able to adjust a previously developed plan to meet the needs of the student-trainee.

- **Annual Wage and Hour Report**

By June 5 of each year, teacher-coordinators are required to complete an Annual Wage and Hour Report. This report records where all students were employed for the year, their job titles, hourly rates, and total earnings. (Directions for this report are available on the CTE Web site:

<http://www.doe.virginia.gov/VDOE/Instruction/CTE/>, click on "Reporting and Data Collection," and "Cooperative Education Forms.") Teacher-coordinators should read and understand the description and the directions before attempting to complete the report. The report is to be kept on file in the school division, and it should be shared with school and central office administrators as well as advisory committee members and other members of the business community. Department of Education specialists may find a need to request a copy of the full report during the year. Because of the Governor's Executive Order 051, this report must be submitted electronically; printed reports will not be accepted.

Optional Reports

- **Career and Technical Education Monthly Plan and Report**

It is strongly recommended that teacher-coordinators complete a daily log of activities, a weekly planning calendar, and a monthly report of activities. (See pages 52–54 for sample reports.) Sharing a report of activities with local administrators will support the use of coordination time.

- **Annual Report**

An annual report, although optional, is strongly recommended by the Virginia Department of Education. This report allows coordinators and other career and technical education teachers a chance to let the school administration know what achievements have been made by programs using the cooperative education method of instruction. (See sample report on page 50.)

- **Parent-Guardian Agreement for Cooperative Education**

This form may be used in addition to the training agreement to detail school requirements to parents and students. It *does not* replace the training agreement section for parent and student responsibilities. (See sample form on page 51.)

Reporting Cooperative Education on Career and Technical Education Reporting System (CTERS) and Enrollment Reports

The following information is offered as a reminder when you report cooperative education on CTERS and other reports requiring course codes:

- On CTERS reports, report cooperative education students who meet state guidelines, as outlined in the Introduction to this guide. Follow local guidelines when reporting in your school division.
- Only cooperative education students enrolled in courses approved for the cooperative method of instruction should be reported as “co-op” on CTERS reports. (Be sure to include in your total enrollment on reports those students who are not currently working.)
- If a coordinator teaches a “co-op” student in more than one class, report the student as “co-op” in only one class.

COOPERATIVE EDUCATION ANNUAL REPORT

I. PURPOSES OF THE DEPARTMENT (State purposes)

- A.
- B.
- etc.

II. PHYSICAL PLANT (if applicable)

- A. Present Facilities
- B. Recommendations for Improvement
 - 1. Capital Outlay — Additional Facilities Needed
 - 2. Service and Repairs

III. CURRICULUM

- A. Improvements Made during the Present School Term
- B. Recommendations for Improvement

IV. STUDENT DATA

- A. Enrollment
- B. Earnings
- C. Graduates
- D. Placement Service
- E. Follow-up
- F. Recruitment
- G. Prospects for Coming School Term
- H. Recommendations

V. STAFF

- A. Qualifications of Present Staff
- B. Activities of Present Staff
- C. Recommendations

VI. PUBLIC RELATIONS

- A. Within the Department
- B. With Administration
- C. With Other Departments of the School
- D. With Community
- E. Recommendations for Improvement

VII. CTE STUDENT ORGANIZATION ACTIVITIES

VIII. SUMMARY

NOTE: This is a sample form that may be used in addition to the training agreement to detail school requirements to parents and students. It does not replace the training agreement sections for parent and student responsibilities. Approval to use this form must be granted by the local school administration.

SAMPLE

PARENT/GUARDIAN AGREEMENT FOR COOPERATIVE EDUCATION

HIGH SCHOOL _____ **DATE** _____

1. The student's first responsibility is to the school. It is the student's responsibility to make satisfactory arrangements with the employer concerning his/her work schedule on those occasions when his/her presence is necessary at school.
2. The student in a career and technical education program using the cooperative education method of instruction is subject to all school regulations.
3. The student will not terminate a job without the approval of the coordinator.
4. The employed student, upon completion of daily classes, must report either to the job, go home, or remain in school for a supervised activity as directed by the coordinator.
5. The student who is between jobs must, upon completion of daily classes, remain at school under supervision or engage in other activities as directed by the coordinator.
6. The student will be expected to conform to the requirements of the school and the employer with respect to grooming.
7. The student will conduct self in a manner that will reflect credit to self, school, and employer.
8. No student will work on days when absent from school unless advance permission has been given by the coordinator. Violations of this rule will be treated as truancy. It is the responsibility of the student to notify the coordinator and the employer by 10 a.m. on a day when absent.
9. The student who loses a job because of negligence or misconduct may be dropped from the program and lose credit for the course.
10. Transportation to and from the place of employment is the responsibility of the student. Transportation arrangements must meet with the approval of parents and school administration.
11. The student is responsible for submitting reports to the coordinator when required.
12. On-the-job training of the student is the responsibility of the school. The coordinator must approve all jobs and reserves the right to change the student's job if deemed necessary.
13. Employment conditions, including total hours worked by the student, will be regulated by the coordinator and the employer. Total hours shall average of 11 to 15 hours per week.
14. Parents or guardians will assume responsibility for the conduct and safety of the student from the time of leaving school until reporting to the job, and from the time of leaving the job until arrival at home.

The undersigned have read and agree with the policies listed.

Student

Parent or Guardian

NOTE: This is a sample of a form that may be used to report upcoming coordination activities to administrators.

SAMPLE
WEEKLY PLANNING CALENDAR
COOPERATIVE EDUCATION

Plan for week of _____ through _____

M O N D A Y	
T U E S D A Y	
W E D N E S D A Y	
T H U R S D A Y	
F R I D A Y	

REMARKS: _____

NOTE: This is an optional form that may be used for reporting coordination activities to local/state administrators.

SAMPLE
CAREER AND TECHNICAL EDUCATION
MONTHLY PLAN AND REPORT

NAME _____ DATE OF REPORT _____

SCHOOL _____

DIVISION _____

_____ Total No. of Cooperative Education Students _____ Total No. of Students Employed

(Check One) AG ED____ B&IT____ EFE/WECEP____ F&CS____ HMS____
MKT____ T&I____

Daily Report of Activities for the Month Just Ending

This section should be completed by each cooperative education coordinator. Report only those activities that occur during the coordination time of the regular school and/or those activities that occur during the extended contract time.

M _____ _____	
T _____ _____	
W _____ _____	
T _____ _____	
F _____ _____	

M _____ _____	
T _____ _____	
W _____ _____	
T _____ _____	
F _____ _____	

Daily Report of Activities for the Month Just Ending (continued)

M _____	
T _____	
W _____	
T _____	
F _____	

M _____	
T _____	
W _____	
T _____	
F _____	

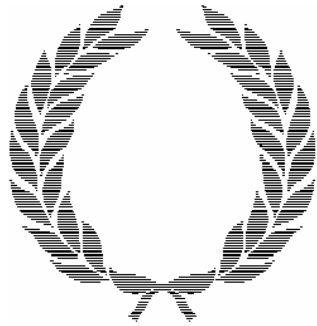
M _____	
T _____	
W _____	
T _____	
F _____	

Activities for Coordination Time Planned for Coming Month

Attach a list of activities in the areas of

Coordination
Public Relations
Professional Development

Co-Curricular Activities
Guidance
Departmental Improvement



**CONDUCTING
COOPERATIVE
EDUCATION
ADVISORY
COMMITTEES**

CONDUCTING COOPERATIVE EDUCATION ADVISORY COMMITTEES

A functioning advisory committee can aid in the promotion of, as well as facilitate the effective operation of, a career and technical education program using the cooperative method of instruction. The purposes of this section are to provide information about advisory committees and to present guidelines for organizing occupational committees.

Definitions

- **General Advisory Council.** A group usually composed of seven-to-eleven persons from the business, industrial, and labor community selected by a school system to assist and advise career and technical education planners and administrators in the operation of all career and technical programs within the division.
- **Occupational Advisory Committee.** A group usually composed of four-to-six members (this varies with the size of the division and the locality) knowledgeable in various occupational areas that relate to all programs in the cooperative method of education disciplines.
- **Program Committee.** A group usually composed of four-to-six members knowledgeable in a specific occupational program area.

Guidelines

An Occupational Advisory Committee is organized to provide guidance and direction for the program. This group is only advisory in character; it has no administrative or policy-forming power.

The committee meets three-to-four times a year (or as determined by need) and includes representatives of the business/industry community. School representatives, such as the cooperative education coordinator and career and technical education director, serve as ex-officio members. Recent graduates, students, and parents might also be considered for membership. The members are appointed to definite terms of office usually from one-to-three years. Members are involved in the following:

- determining community employment needs
- publicizing and promoting the programs
- developing employment opportunities
- evaluating the programs
- advising about program objectives and course content.

Specific Activities

Specific activities for involving General Advisory Council members in the cooperative education program include the following:

- publicizing the program
- arranging for presentations by cooperative education teacher-coordinators to civic and business groups
- providing news releases to newspapers and magazines and to newsletters of business/industry firms
- visiting with other business/industry personnel to discuss programs using the cooperative method
- evaluating public relations policies and actions
- assisting with special events such as Career and Technical Education Week and similar activities
- assisting in developing and conducting local community surveys
- identifying potential training stations for cooperative education students
- assisting in development of or changes in curriculum
- assisting in the development of educational objectives
- assisting in the review of course content
- assisting in the review of standards of proficiency to be met by students
- assisting in the selection of texts and reference materials
- evaluating sample training plans for students in programs using the cooperative method

- loaning films, display materials, and other instructional aids
- making equipment recommendations
- assisting in program evaluation and follow-up procedures
- identifying full-time placement opportunities for program graduates
- assisting in identifying training needs for specialized areas in business/industry
- helping to identify appropriate careers for the physically or mentally handicapped
- serving as guest speakers and resource people
- serving as judges for local, regional, state, and national career and technical education student organization competitive events
- assisting at new-student orientation and parents' night programs
- conducting mock interviews with students
- designing and awarding certificates of recognition to career and technical education student organization state winners
- promoting contributions from business/industry organizations to provide trophies and plaques to career and technical education student organization regional competition winners
- participating in cooperative education employer/employee recognition activities.

Procedures

The school system (or teacher-coordinator) is responsible for the following:

- sending letters of invitation to prospective members. (See sample on page 62.) Cooperative education coordinators, principals, or other teachers may recommend names of prospective members
- listing duties, responsibilities, and terms of service in writing
- developing a set of bylaws and adhering to them (See sample on page 64.)
- sending minutes of meetings to appropriate administrators
- sending agenda to each member and appropriate administrator prior to meetings (See sample on page 65.)
- issuing a certificate of appreciation (perhaps framed) to members who have completed their terms of membership.

Additional Tips for Effective Cooperative Education Committee Maintenance

Occupational Advisory Committees are invaluable resources. Members are eager to participate in and contribute to the occupational program if given the proper leadership and direction. Incorporating several or all of the following suggestions will aid a career and technical educator in maintaining an effective Occupational Advisory Committee:

- Provide a handbook for each advisory committee member.
- Conduct meetings on an organized time schedule.
- Conduct at least one luncheon meeting during the year.
- Plan an annual dinner or breakfast featuring a distinguished speaker.
- Maintain an atmosphere of informality at committee meetings and encourage a two-way exchange of information.
- Send each member a copy of the minutes as soon as possible after the meeting and maintain a complete set of the minutes at the school.
- Involve advisory committee members in planning ways to make career and technical programs available, attractive, and meaningful to all students.
- Ask advisory committee members to assist in developing practical experiences for students.
- Keep members informed about legislation that affects the career and technical program.
- Invite advisory committee members to serve as resource persons in classrooms.
- Invite members to participate in student organization activities.
- Encourage the school administration to reward and recognize the committee's efforts.
- Provide special recognition for advisory committee members who have contributed outstanding service.
- Ask members for suggestions to improve the effectiveness of the advisory committee.

SAMPLE
GENERAL ADVISORY COUNCIL
CANDIDATE INFORMATION FORM

Name: _____

Business address: _____

Business telephone: _____

Occupation or title: _____

Major job duties: _____

Educational level: _____

Degree of interest of candidate (circle one): (low) 1 2 3 4 5 (high)

This candidate would represent the following areas of interest to the General Advisory Council:

Comments:

Interviewer: _____

Date: _____

SAMPLE
INVITATION TO
OCCUPATIONAL ADVISORY COMMITTEE
MEMBER*

Date

(Name)
(Address)

Dear (Name of Invitee):

You have been recommended to serve on the Cooperative Education Occupational Advisory Committee for (School Division). The purpose of the Occupational Advisory Committee is to provide a stronger link between the schools and the business/industry community that employs our graduates.

In accepting this invitation, you would be expected to meet approximately three times annually with three-to-five other business/industry representatives, teachers, and school administrators. The first meeting is scheduled for November. The time and place of this meeting will be sent to you at a later date.

This advisory committee will play an important role in keeping our curriculum updated to the needs of the business/industry community. We would consider it an honor if you would accept this invitation. Please call (Name of Coordinator), Cooperative Education Coordinator, (Name of School) Public Schools. Telephone (Phone Number of Coordinator) by (Date), to indicate your willingness to serve.

Sincerely,

(Signature)

(Typed name)
Superintendent (or other designated school official)

**Adapted from Portsmouth Public School*

SAMPLE
COOPERATIVE EDUCATION
OCCUPATIONAL ADVISORY COMMITTEE
CHARTER

I. Name

The committee will be called the Cooperative Education Occupational Advisory Committee of (Name) High School.

II. Purpose

The committee is formed to carry out the following:

- Assist local cooperative education administrators and teachers in the successful operation and promotion of the cooperative education program.
- Advise cooperative education administrators and teachers in the following areas:
 - Relevancy of instructional materials
 - Appropriateness and adequacy of laboratory equipment
 - Teacher qualifications
 - Placement and follow-up of graduates
 - Student organization
 - Employment needs in business/industry occupations.
- Facilitate cooperation and communication with the public, business/industry organizations, and institutions of learning.

III. Policy and Policy Development

Policy is enacted officially by the local board. None of its authority is given to the Cooperative Education Occupational Advisory Committee.

Suggestions for policy and recommendations for improvement may come to the School Board from the Cooperative Education Occupational Advisory Committee through the General Career and Technical Education Advisory Council. The Cooperative Education Occupational Advisory Committee may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of Cooperative Education Occupational Advisory Committee

The committee may be dissolved by a majority vote of the local board. The board may reorganize the committee if it feels that the committee could function more efficiently under a different organization.

Specific authorization by the local school board is necessary before the committee may promote the adoption of its proposed school policy and plans.

SAMPLE
COOPERATIVE EDUCATION
OCCUPATIONAL ADVISORY COMMITTEE BYLAWS*

- I. Name
- II. Area Served
- III. Membership
 - A. Number of Members
 - B. Term of Office
 - C. Appointment of Members
 - D. Ex-Officio Members
- IV. Purpose and Responsibilities
 - A. Purpose of Committee
 - B. Responsibilities
- V. Organization
 - A. Officers
 - B. Term of Officers
 - C. Minutes
- VI. Policies and Procedures
- VII. Meetings
 - A. Regular Meetings
 - B. Special Meetings
 - C. Quorum
 - D. Agenda
- VIII. Committees

**Suggested outline adapted from Danville Public Schools, Danville, Virginia*

SAMPLE
**AGENDA FOR A REGULAR COOPERATIVE EDUCATION
OCCUPATIONAL ADVISORY COMMITTEE MEETING**

Call to Order

- Roll Call
- Approval of minutes of previous meeting
- Reports of officers and committees
- Standing committees
- Special committees
- Unfinished business
- New business
- Announcement of next meeting date

Adjournment

NOTE: It is advised that a specific amount of time be set for these meetings and that the chairperson move the meeting along so that each item on the agenda is covered.